# RtI: What Does It Mean for My School?



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#### Colorado Multi-Tiered Model of Instruction & Intervention

#### **Intensive Level**

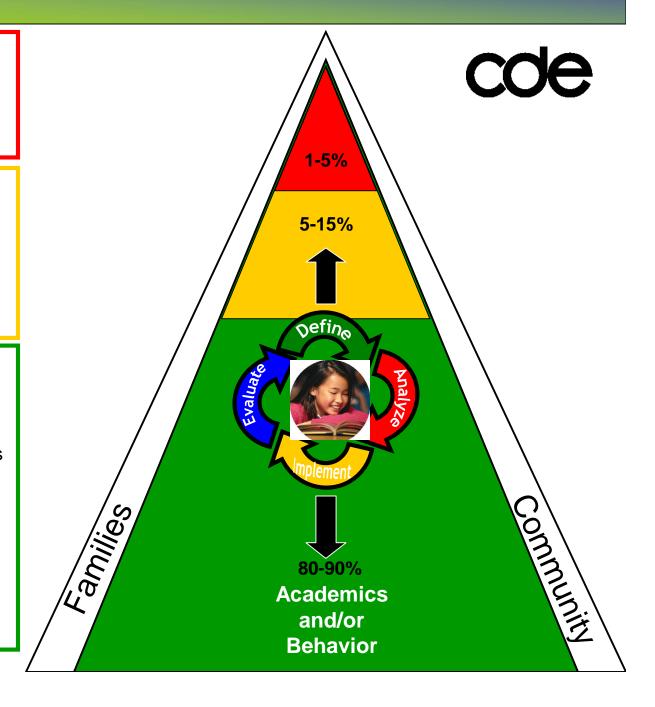
Interventions provided to students with intensive/chronic academic and/or behavior needs based on comprehensive evaluation

#### **Targeted Level**

Interventions provided to students identified as at-risk of academic and/or social challenges who require specific supports to make adequate progress in general education

#### **Universal Level**

ALL students receive research based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations which are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventive and proactive.



## RtI

- IS a process...NOT a method of teaching
- IS building-based...NOT program-based
- IS driven by data
- Should be an important part of any school's achievement improvement plan

# We believe that kids will out grow this...

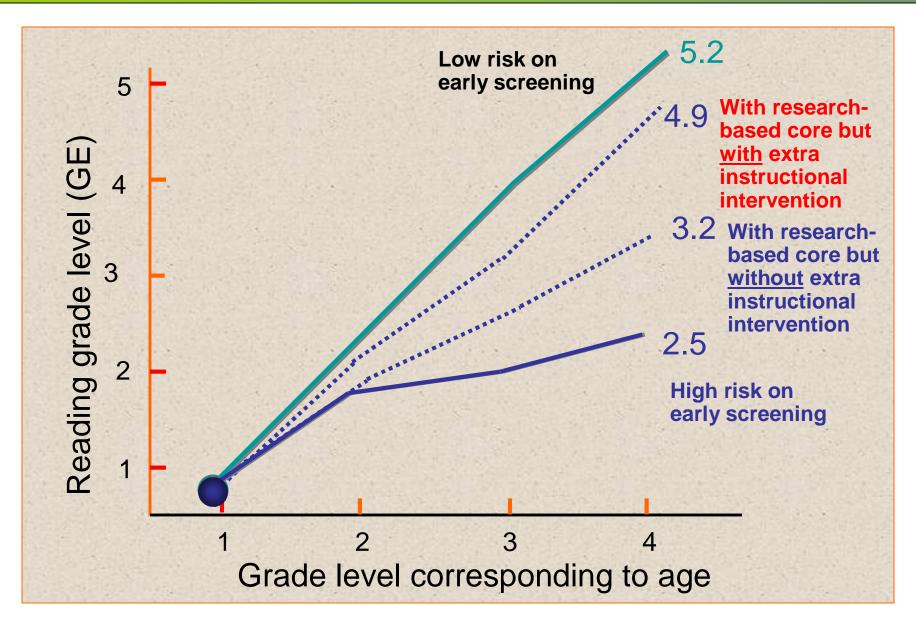
# Readers at-risk at the end of first grade are at-risk for long-term academic difficulty

"The probability of remaining a poor reader at the end of 4<sup>th</sup> grade, given a child was a poor reader at the end of 1<sup>st</sup> grade, was .88...the probability of remaining an average reader in 4<sup>th</sup> grade, given an average reading ability in 1<sup>st</sup> grade, was .87."

#### AND

Behaviors that become apparent in ages three through eight, become stable thereafter.

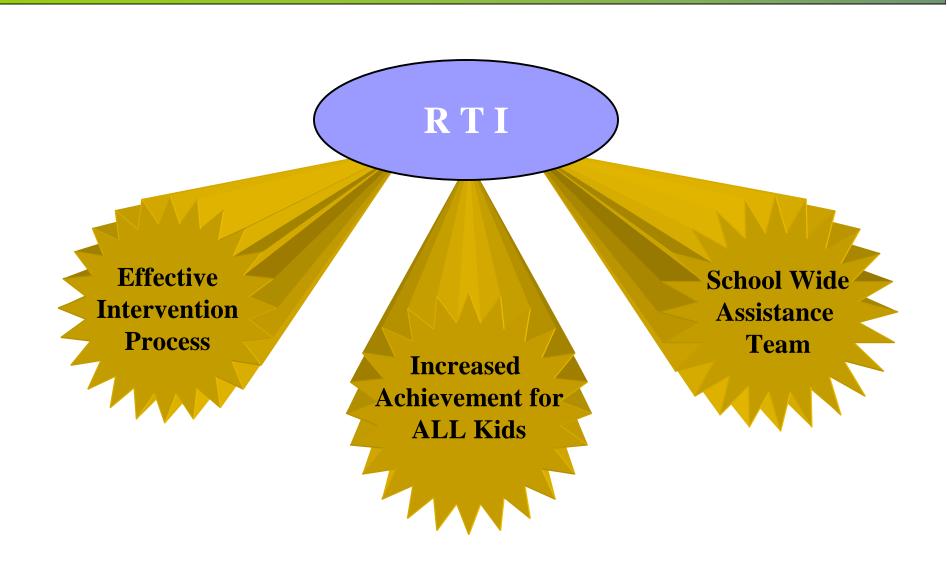
#### Early Intervention Changes Reading Outcomes



#### **Early Intervention is a Must!**

"... Retention of students in primary grades appears to increase the dropout rate: the rate for overage students is 13 percentage points higher than that for normal-age students with identical reading scores. Dropout prevention policies should focus on raising reading scores and keeping students' ages at entry down." Schultz, 1986

**Continuing Intervention is a Must!** 



#### RtI Levels of Intervention

Tier I

Universal Intervention-Available to Every Student

Tier II

Individualized Intervention – Students who need more support are given additional assistance

Tier III

Intensive Intervention- Students who do not respond Tier II intervention may need more intensive assistance



#### Tier I

Is the core sufficient to meet students' needs?

If yes, continue using the core without intervention

If not, modify the core through differentiation More explicit, more systematic, more guided practice, more opportunities to respond, add missing steps, change curricula

Is the modified core sufficient to meet student needs?

Yes?

Continue Using Core

No?

Proceed to Tier II

#### Tier II

Diagnose the problem and choose an intervention strategy or program

Select a target performance level and date for student achievement

**Progress Monitor Student Performance** 

Is the student learning at a rate that will close the gap between his/her performance and the standard?

Yes?

Continue the Intervention
Until the Student meets
Criteria



Proceed to Tier III

#### Tier III

Diagnose the problem and choose an intensive intervention strategy or program (This program may replace the core and may include added minutes of instruction)

Select a target performance level and date for student achievement

Progress Monitor Student Performance

Is the student learning at a rate that will close the gap between his/her performance and the standard?

Yes?

Continue the Intervention
Until the Student meets
Criteria

↓ No?

Refer for Evaluation of Special Education Eligibility

## Steps in Implementing RtI

- 1. Establish a School Wide Assistance Team
- 2. Develop research-based, building-level intervention programs to address common academic concerns.
- 3. Train staff to collect frequent progressmonitoring data.
- 4. Align existing intervention programs to the RtI process

# Establishing a School Wide Assistance Team

#### Most Preferred Collaborator For Student Problems

(Tempe AZ, Elementary District, 1998)

- 1. Other Teachers
- 2. Parents
- 3. Special Education Teachers
- 4. Principal
- 5. Counselor
- 6. Psychologist



#### **Developing Procedures**

Determine procedures for handling requests

- ★ Establish location for request forms
- ★ Establish a progress monitoring system
- ★ Establish communication system with building administrators
- **★** Determine team agenda format

#### **Developing Procedures**

### Establish meeting times and dates

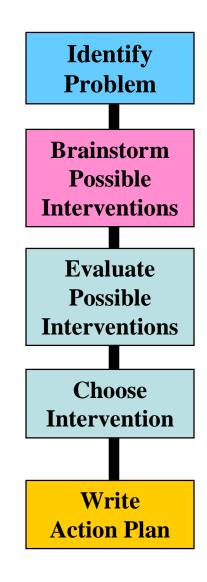
- **\*** Before school hours
- ★ During school hours
- \* After school hours



#### **Summary of Problem-Solving Meeting**

## Interpersonal Considerations

- 1. Establish Climate of trust
- 2. Share relevant information
- 3. Encourage input from all parties
- 4. Defer judgment about solutions
- 5. Be supportive rather than attacking
- 6. Evaluate solutions, not people
- 7. Elicit input from all parties
- 8. Ascertain that all participants feel some ownership of the trial solution



# Procedural Considerations

- 1. Focus on problem not solution
- 2. Elicit problem-openly involve all parties
- 3. Establish common goals
- 4. Define problem question
- 5. Reach agreement on problem
- 6. Generate as many solution alternatives as possible
- 7. Frame specific solution alternatives
- 8. Identify the data you will use to determine if the intervention is a success
- 9. Modify and combine solutions as needed
- 10. Select a "trial" solution
- 11. Determine what will be needed
- 12. Write specific steps
- 13. Set time line
- 14. Establish measurement

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#### Choosing Intervention Programs

- RtI is built upon the premise that the programs and strategies used will have a solid research base.
- Use of research based programs with fidelity implementation helps assure that students have a disability rather than being "curriculum casualties"
- Research based programs will share the characteristics of being explicit and systematic

## A Reading Curriculum Should...

- Include a Comprehensive Evidence Based Reading program
  - Scientifically-based
  - Documented student outcomes
- Provide intervention which complements the comprehensive program



#### At Risk Students Need...

- Explicit and Systematic Curriculum
  - Correct level of difficulty
  - More practice on key skills
  - More time for instructional review
- Continued Instruction
   Over Time until students'
   reading level is
   commensurate with age
   level
- Acceleration, <u>Not</u> Remediation!



# At Risk Students May Need Intervention in....

- PhonemicAwareness
- Decoding & advanced decoding
- Fluency
- Vocabulary
- Comprehension

## Delivery of Intervention...

- Classroom Teacher
- Intervention Teacher
- Paraprofessional
- Technology, Guided by Teacher

# "What is an intervention in one school is common practice in another"

Loretta Pacheco, Principal Tempe, Arizona

#### Choosing Intervention Programs

Web Resources for Choosing Interventions with a Strong Research Base:

- Florida Center for Reading Research:
   <a href="http://www.fcrr.org/FCRRReports/CReportsCS.aspx?rep=s">http://www.fcrr.org/FCRRReports/CReportsCS.aspx?rep=s</a>
   <a href="http://www.fcrr.org/FCRRReports/CReportsCS.aspx?rep=s">upp</a>
- Big Ideas in Beginning Reading (U of Oregon): www.reading.uoregon.edu
- What Works Clearinghouse (US Dept of Education): www.w-w-c.org
- Intervention Central: www.interventioncentral.org

		Reading Intervention Inventory						
GRADE LEVEL	TIER	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Progress Monitoring	Screening
	1 - All							
kg	2 - Some							
	3 - Few							
	1 - All							
1st	2 - Some							
	3 - Few							
	1 - All							

# **Effective Instructional Practices**

#### **Effective Intervention Practices**

- Staff should be thoroughly trained in the intervention strategy or program
- The intervention should be administered for the amount of time recommended by the author or researcher
- Decisions such as whether the program will be suspended during test windows, etc. should be made by the team
- No "mixing and matching"...a little bit of many programs can be a recipe for disaster

## **Progress Monitoring**

# Websites that can help you locate pre-made progress monitoring materials:

National Center on Student Progress Monitoring
Has webinars and online trainings
<a href="https://www.progressmonitoring.org">www.progressmonitoring.org</a>

Dynamic Indicators of Basic Literacy Skills (DIBELS) <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a>

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- 4. Align existing intervention programs to the RtI process
- 5. Analyze your core curricula for sufficiency

# Aligning Existing Programs to RtI

- Examine existing programs at your school
  - Is the program research based?
  - Can you develop or adopt progress monitoring tools that will measure student progress as a result of this intervention?
  - Will the program allow the student to accelerate his/her progress?
- Do your existing programs match the intervention needs of students?
- Prioritize
  - If you need to add programs, which area of need is greatest?
  - Don't forget to look at all three tiers

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